Press Briefing Packet

for Reporting

1999 STAR Test Results

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prepared by the

Standards, Curriculum, and Assessment Division
California Department of Education

1999 STAR Briefing for the Media
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Facts about the Standardized Testing and Reporting (STAR) Program

- The Standardized Testing and Reporting (STAR) program was authorized through Senate Bill 376 in 1997.

- STAR requires that all California public school students in grades 2 through 11 take a single standardized achievement test each spring to measure achievement in basic academic skills.

- The law requires that students in grades 2 through 8 are to be tested in reading, written expression, spelling, and mathematics. Students in grades 9 through 11 are to be tested in reading, mathematics, writing, science, and history-social science.

- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Brace Educational Measurement, was designated by the State Board of Education as the STAR standardized achievement test.

- Test questions were reviewed by the Statewide Pupil Assessment Review Panel to ensure that questions did not ask students to reveal personal or family beliefs. Panel members were appointed by the Governor, the Legislature, and the State Superintendent of Public Instruction. A majority of the panel consisted of parents whose children attend California public schools.

- For the STAR augmentation this spring, all students took 35 additional language arts questions in grades 2–11. Students in grades 2 through 7 and 11 also took 35 additional questions in mathematics. Students in grades 8, 9, and 10 took a math augmentation test (also 35 additional items) determined by their enrollment in specific math courses.

- In addition to the test in English, limited English proficient students who have been enrolled in California public schools for fewer than 12 months must also take a test in their primary language if one is available. Primary language testing is a district option for students enrolled more than 12 months prior to testing. The State Board designated the SABE/2, published by CTB/McGraw-Hill, as the primary language test for limited English proficient students whose primary language is Spanish. Spanish is the only language for which a primary language test was submitted for State Board consideration.

Reporting 1999 STAR Test Results

Questions and Answers for the Media

How will 1999 STAR test results be released to the public?
STAR test results for 1999 will be sent by the test publishers to the California Department of Education (CDE) for Internet posting (http://www.cde.ca.gov) on June 30. Individual student, school, and district reports are being sent to districts as results are completed. All districts are to have their results by June 30. Districts must provide individual student reports to parents within 20 days of district receipt of the reports. District schedules for mailing student reports vary because the date that a district receives its reports from the publishers is based on factors such as testing dates and district size.

Is the STAR program the same this year as it was in 1998?
In 1998 the STAR program included testing students in grades 2 through 11 with the test designated by the State Board of Education, the Stanford Achievement Test, Ninth Edition, Form T. Stanford 9 group results were reported on the Internet for schools, districts, counties, and the state, and the parent or guardian of each student tested received an individual student report.

For 1999 there are two additions to the STAR program: the STAR augmentation in English language arts and mathematics; and the SABE/2, the test designated by the State Board of Education for use with Spanish-speaking limited English proficient students.

What students were required to take SABE/2?
In 1998 districts were required to test limited English proficient students if the student had been enrolled fewer than 12 months from the time of testing, and were allowed to test limited English proficient students enrolled longer than 12 months. The requirements are similar in 1999, except that only Spanish-speaking students are to be tested (using the designated SABE/2). These results will be posted on the Internet also.

Will individual student results be posted on the Internet?
No. The results for individual students are confidential and can be reviewed only by the teacher, the parent or guardian, and the student. Also to protect privacy, no results for any group with fewer than 10 students will be posted on the Internet.

What was included in the STAR Augmentation?
As part of the STAR program, students also were administered additional test questions that address state-adopted content standards for reading, writing, and mathematics. The purpose of expanding or augmenting the test was to better align the STAR program with state standards.

How do the STAR tests relate to state content standards?
The augmented items in English language arts and mathematics were developed to improve the alignment of the STAR program to SBE-adopted standards in English language arts and mathematics. In spring 2000 the science and social science tests administered in grades 9 through 11 are to be augmented to address the SBE-adopted standards in those areas.

How can media representatives get the STAR results?
The only direct source for the 1999 STAR results is the Internet report. Files can be downloaded; instructions for downloading are included in this packet. Data disk files will not be available.

What reports will be on the Internet?
The Internet reports will include results by grade level for schools, districts, counties, and the state. Results will be reported for the Stanford 9, the STAR augmentation, and the SABE/2. Stanford 9 and STAR augmentation results will be reported for seven groups:

- for all students
- for students who are limited English proficient
- for students who are not limited English proficient
- for males
- for females
- for students who are economically disadvantaged
- for students who are not economically disadvantaged

SABE/2 results will be reported:

- for all Spanish-speaking students who are limited English proficient
- for Spanish-speaking LEP students who first enrolled fewer than 12 months prior to testing

Reporting 1999 STAR Test Results

Questions and Answers for the Media

What reports will be on the Internet? (continued)
Stanford 9 scores on the Internet report will include for grades 2 through 8, reading, written expression (language), spelling, and mathematics; and for grades 9 through 11, total reading, writing (language), mathematics, science, and social science. The STAR augmentation results will be reported as follows: for grades 2 through 11, language arts; for grades 2 through 7 and grade 11, mathematics. For grades 8, 9, and 10, scores will be reported at grade 8 for algebra I and 1st-year integrated mathematics; at grade 9 for geometry and 2nd-year integrated mathematics; and at grade 10, algebra II and 3rd-year integrated mathematics. Numbers of students taking the tests, but not scores, will be reported at grade 8 for geometry, algebra II, 2nd-year integrated mathematics and 3rd-year integrated mathematics; at grade 9 for algebra I, 1st-year integrated mathematics, algebra II, and 3rd-year integrated mathematics; and grade 10, for algebra I, 1st-year integrated mathematics, geometry, and 2nd-year integrated mathematics. SABE/2 results are reported by grade level for total reading, spelling, total language, and total mathematics.

What types of scores will be reported?
Internet reporting will include the following types of scores by grade level for each content area indicated above.

Stanford 9:
- national percentile rank (NPR) of the "average" student
- % of students scoring in the top quarter (above 75th NPR)
- % of students scoring in the top half (at or above 50th NPR)
- % of students scoring in top three-quarters (above 25th NPR)
- mean scaled score

STAR Augmentation:
- mean number correct/number possible

SABE/2:
- reference percentile rank of the "average" student
- % of students scoring in the top quarter (above 75th percentile)
- % of students scoring in the top half (at or above 50th percentile)
- % of students scoring in top three-quarters (above 25th percentile)
- mean scale score

Can Stanford 9 scores for schools or districts from 1999 testing be compared to 1998 results?
Yes. Results for both years are available on the Internet. To compare scores from the two years, subtract last year's score from this year's score; however, it is important to choose the correct score to use for this purpose. The score that can best be used is the percent of students scoring at or above the 50th NPR. For example, if last year's score for a school in fourth grade reading was 40% of students scoring at or above the 50th NPR and this year's score was 43% scoring at or above the 50th NPR, then an improvement of three percentage points occurred. In other words, if the school tested 100 fourth graders, then 3 more students scored at or above the 50th NPR in reading this year as compared to 1998.

Why are there only numbers of students in grades 9 and 10 who took the algebra I or the 1st-year integrated mathematics test, but no test scores?
The scores that are reported for the STAR augmentation are "raw scores"—the average number correct out of the total number of items possible. The total number of items is the sum of items created specifically for the augmentation plus selected items taken from the Stanford 9. For English language arts, the totals are comprised of 35 augmentation items plus 40 selected Stanford 9 items at grades two and three, and 55 selected Stanford 9 items at grades four through eleven. The Stanford 9 items are selected for their alignment with the SBE-approved content standards at the respective grade levels. For mathematics, fifteen (15) items from the Stanford 9 were identified as standards-based at grades two through seven and are added to the 35 newly created standards-based items for a total of 50 items contributing to the total standards score. At grades 8 through 11, 15 items at each level were identified as foundations for the standards-defined content—algebra or 1st-year integrated mathematics at grade 8, geometry or 2nd-year integrated mathematics at grade 9, and so forth. The total number of items possible on the mathematics test is 50—15 foundation items plus 35 augmentation items. These 50 items comprise the total mathematics score. A student taking the algebra I augmentation test at grade 9, for example, would not have any foundation items identified as contributing to the total score, because the Stanford 9 items selected for use at grade 9 are foundation skills for geometry, not for algebra. No total score can be calculated if the student did not take both the 9th grade components that contribute to the total score. Thus for students tested at grades other than those specified in the standards, only the number of students taking the test and the percent of the enrollment for the grade are reported. The STAR augmentation test item/score chart is on page 7.

Reporting 1999 STAR Test Results

Questions and Answers for the Media

How similar are the norming groups to California's students for Stanford 9 and SABE/2?

The Stanford 9 is a nationally normed test, which means that the norming sample was representative of the nation—but not necessarily of the state. The composition of the Stanford 9 norming sample is shown in the table below. The reference norming group for the SABE/2 was composed of Spanish speaking students in bilingual programs from 142 schools in 12 states with large Spanish-speaking populations, including California.

Demographic Characteristics

	Norming Sample Stanford 9	California Students
Geographic Region		
Northeast	22.4	
Midwest	21.0	
South	25.0	
West	31.6	
SES Status		
Low	28.8	
Middle	33.9	
High	37.3	
Urbanicity		
Urban	24.3	38.1
Suburban	46.8	42.7
Rural	28.9	16.9
Ethnicity (85.6% Reporting)		
African American	16.9	8.8
Hispanic	9.6	40.5
White	63.2	38.8
Other	10.1	
American Indian or Alaskan Native		.9
Asian		8.1
Pacific Islander		.6
Filipino		2.4
Handicapping Condition		
Emotionally Disturbed	0.3	0.4
Learning Disabled	2.3	6.9
Mentally Handicapped	0.1	0.4
Hearing Impaired	0.2	0.2
Visually Impaired	0.1	0.1
Orthopedically Impaired	0.1	0.2
Limited English Proficiency	1.8	24.6
Other	0.6	2.5
Nonpublic Schools		
Catholic	4.4	5.1
Private	8.7	4.2

What is a percentile rank?

The percentile rank is the percentage of students in the norming sample that have scores less than or equal to a student's scale score. A student with a reading score at the 60th percentile scored equal to or better than 60 percent of the students in the norming sample. The Stanford 9 is a nationally normed test, which means that the norm group is representative of students across the nation tested in the same grade at approximately the same time of the school year. Thus, scores reported for the Stanford 9 may be national percentile ranks (NPR). The SABE/2 produces a reference percentile by comparing a student's score to a reference group of Spanish-speaking students in bilingual classes.

What about the STAR augmentation?

The items on the STAR augmentation are not based on a norming sample. They address the state-adopted standards for language arts and mathematics. The items were field tested in California public schools.

What is the national percentile rank (NPR) of the "average" student?

The mean percentile rank for a particular group of students (e.g., all second graders at a particular school) cannot be calculated directly because percentile ranks cannot be averaged across students. To estimate a percentile rank for a group of students, a score that can be averaged (e.g., the scaled score or the normal curve equivalent [NCE] score) must be used. Every scaled score or NCE score has an associated percentile rank. For example an NCE score of 40 translates to a percentile rank of 32. For the Stanford 9 the average NCE score for a group of students is calculated. Next, this average score is translated into its associated percentile rank. This "group" percentile rank roughly translates as the national percentile rank (NPR) of the "average" student.

What do the "percent scoring above the 75th NPR, at or above the 50th NPR, and above the 25th NPR" represent?

There are three cut points used to create school, district, county, and state Stanford 9 scores in this report, the 25th, 50th, and 75th national percentiles. The percent of students scoring above cut points is calculated by counting the number of students scoring at or above a particular cut point (e.g., 50th percentile) or above a particular cut point (e.g., 25th percentile and the 75th percentile), dividing by the total

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Questions and Answers for the Media

What do the "percent scoring above the 75th NPR, at or above the 50th NPR, and above the 25th NPR" represent? (continued)

number of scores, and converting to a percentage. For example, a student scoring at the 67th percentile would count as scoring above the 50th percentile. A student scoring at the 40th percentile would not. The percent scoring at or above the 50th percentile is the percent of students in this school, district, county, or state whose score would place them in the top half of the national distribution.

What is the mean scaled score?

The "scaled score" on the Stanford 9 refers to a particular type of scale called an equal interval scale. An interval scale is developed for achievement tests to provide more precise measurement of student achievement. A one-point change on one part of the scale is equivalent to a one-point change on another part of the scale and can be averaged. Raw scores, which are the same as the number of questions answered correctly, do not provide this precision because not all items are equal. Items differ in a number of ways, one of which is difficulty. To provide a more precise measure of what students know, the Stanford 9 has developed an interval scale that takes into account item difficulty. The Stanford 9 provides scaled scores for individual students and mean or average scaled scores for groups of students.

Can media representatives see the tests that were administered?

No. The test questions can be seen only by students when they take the test and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

What if parents did not want their students tested?

Education Code section 60615 provides that, "Not withstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted."

What was done to help students in special education?

Most students in special education were administered the tests under standard conditions with all other students. Certain accommodations and adaptations, such as additional time, Braille, or large print tests, were provided for special education students whose Individualized Education Program (IEP) specified the need for such assistance.

How final are the Internet results?

The results posted on the Internet will not have been verified by districts and, therefore, should be considered preliminary. Reporting errors typically are not found until districts start reviewing the data. Most districts will not have had time for any type of review process. Revisions in these results are expected to be made throughout the summer and fall.

How much did the 1999 STAR tests cost?

Districts must pay Harcourt Educational Measurement, publisher of the Stanford 9 and the STAR augmentation tests, $5.21+ tax for each Stanford 9 + augmentation test administered. Districts will receive $7.85 from the state for each Stanford 9 test/augmented STAR administered. The difference between the publisher payment and the district allocation is to be used by the district to cover the costs of test administration and reporting, including the mailing of parent reports, staff development, in-district transportation and security, and other related costs. Districts that administered the SABE/2 must pay the publisher, CTB McGraw-Hill, $4.45+ tax for each test administered. The districts will receive $7.03 from the state for each SABE/2 administered to pay the publisher and cover administration costs.

For more information...

Questions about 1999 STAR test results should be directed to the Standards, Curriculum, and Assessment Division of the CDE at (916) 657-3011 (phone), (916) 657-4964 (fax), or star@cde.ca.gov (e-mail). Additional information can be obtained at http://www.cde.ca.gov/cilbranch/sca on the Internet.

PAP 6/8/99

1999 Standardized Testing and Reporting (STAR) Program

Stanford 9, Form T, and the STAR Augmentation

Number of Test Items and Testing Time at Each Grade Level

Test Levels	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*
Stanford 9, Form T																				
Word Study Skills	48	25																		
Reading Vocabulary	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20
Reading Comprehension	40	40	54	50	54	50	54	50	54	50	54	50	54	50	54	40	54	40	54	40
Mathematics															48	45	48	45	48	45
Mathematics: Problem Solving	46	50	46	50	48	50	48	50	48	50	50	50	52	50						
Mathematics: Procedures	28	30	30	30	30	30	30	30	30	30	30	30	30	30						
Language (Written Expression)	44	40	48	45	48	45	48	45	48	45	48	45	48	45	48	40	48	40	48	40
Spelling (required grades 2–8 only)	30	25	30	25	30	25	30	25	30	25	30	25	30	25						
Science (required grades 9–11 only)															40	20	40	20	40	20
Social Science (required grades 9–11 only)															40	20	40	20	40	20
STAR Augmentation																				
Language Arts	35	65	35	65	35	65	35	65	35	65	35	65	35	75	35	75	35	75	35	75
Mathematics	35	65	35	65	35	65	35	65	35	65	35	65	35	75	35	75	35	75	35	75
Total Items/Testing Time*	**336**	**360**	**308**	**350**	**310**	**350**	**310**	**350**	**310**	**350**	**312**	**350**	**314**	**370**	**330**	**335**	**330**	**335**	**330**	**335**

* In minutes

1999 Standardized Testing and Reporting (STAR) Program

SABE/2, by Grade Level
Number of Test Items and Testing Time

Test Levels	Grade 2		Grade 3		Grades 4–11	
	Items	**Time***	**Items**	**Time***	**Items**	**Time***
Analisis de las palabras (Word Analysis)	38	35	24	22		
Vocabulario (Vocabulary)	25	19	30	30	45	29
Comprensión de lectura (Reading Comprehension)	25	28	30	36	45	45
Cálculos matemáticos (Mathematics Computation)	20	18	36	34	40	33
Aplicaciones y conceptos matemáticos (Mathematics Concepts and Applications)	31	34	40	33	45	37
Ortographía (Spelling)	20	19	22	21	20	19
Mayúsculas y puntuación (Mechanics)	22	31	26	35	27	27
Expresión (Expression)	30	35	38	44	*Grade 4*	
					28	28
					Grades 5–6	
					41	40
					Grades 7–11	
					40	39
Destrezas de estudio (Study Skills)**					*Grade 4*	
					28	31
					Grades 5–11	
					27	30
Total Items/Testing Time*	**211**	**219**	**246**	**255**	*Grade 4*	
					278	**249**
					Grades 5–6	
					290	**260**
					Grades 7–11	
					289	**259**

* In minutes
** Optional

What Scores were Produced for the 1999 STAR Language Arts and Math Augmentation?

All spring 1999 STAR augmentation reports will include the number and percent of questions correct.

The STAR Parent Reports and school, district, county, and state augmentation summary reports will include:

- Language arts scores for—
  - Reading
  - Writing
  - Total Language Arts
- Mathematics scores for—
  - Foundation Skills
  - Standards Score
  - Total

The Internet report will include only the total scores. Total Mathematics Content Standards Scores are reported only for students who took **both** the Stanford 9 and the math augmented test designated for their grade level.

For each Stanford 9 test level, reading and language questions were identified that address the California content standards. These questions were added to the STAR augmented items to produce the reading, writing, and total language arts scores.

Stanford 9 mathematics questions were identified as foundation skills items, i.e., mathematics content that students must know to master the California mathematics content standards. The foundation skills items are grade specific for grades 2–7 and 11. For grades 8–10, the foundation skills items match specific mathematics courses in which students should be enrolled:

Grade 8	Algebra I or 1st-Year Integrated Math
Grade 9	Geometry or 2nd-Year Integrated Math
Grade 10	Algebra II or 3rd-Year Integrated Math

Reading, language, and mathematics Stanford 9 test questions from each grade-level test were selected to use in conjunction with the STAR language arts and mathematics augmentations to produce California Content Standards scores. The Stanford 9 and the STAR language arts and mathematics augmentations for grades 2–7 and 11 were printed in single grade-level test booklets. The Stanford 9 and the STAR language arts augmentations for grades 8–10 were printed in single grade-level test booklets, but the STAR mathematics augmentation questions for these grades were printed in separate test booklets.

California Content Standards Scores—Language Arts

- Scores are reported for the grade level of the test taken by each student.
- Most students will have taken the test appropriate for their grade level.
- Students with IEPs who tested out-of-level will receive scores for the grade level of the test they took. For example, if a seventh-grade student took the grade 5 test, the California Content Standards Scores would show how many grade 5 reading, writing, and total language arts questions were answered correctly.

California Content Standards Scores—Mathematics

- Like English/Language Arts, the mathematics content standards scores are reported for the grade level of the test taken for students who took the test for grades 2–7 and 11.
- Students in grades 8, 9, and 10 will receive a grade-level Foundation Skills score. At each grade level, the Foundations Skills score is the number correct out of the 15 Stanford 9 items identified as foundation skills items for—
  - Grade 8 Algebra I or 1st-year Integrated
  - Grade 9 Geometry or 2nd-year Integrated
  - Grade 10 Algebra II or 3rd-year Integrated
- Standards score for the augmented tests taken—
  - Algebra I
  - Geometry
  - Algebra II
  - 1st-year Integrated
  - 2nd-year Integrated
  - 3rd-year Integrated
  - Blank if no augmented math test was taken
- Total Mathematics Content Standards Scores are reported only for students who took **both** the Stanford 9 and one of the two math augmented tests designated for their grade level. If a student took an augmented math test designated for another grade, the total will be reported as NA. This will occur both for students tested above their grade level, i.e., eighth graders tested in geometry or 2nd-year integrated math, and students tested below their grade level, i.e., ninth graders tested in algebra I or 1st-year integrated math.

Scores Reported for STAR Augmented Tests
(based on level of test taken)

Test/Grade Level	English/Language Arts			Mathematics		
	Reading	Writing	Total English/LA	Foundation Skills	Standards	Total Math
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes
6	Yes	Yes	Yes	Yes	Yes	Yes
7	Yes	Yes	Yes	Yes	Yes	Yes
8	Yes	Yes	Yes	Yes		
9	Yes	Yes	Yes	Yes		
10	Yes	Yes	Yes	Yes		
11	Yes	Yes	Yes	Yes	Yes	Yes

California Mathematics Content Standards Scores Reported for Grades 8, 9, and 10

Grade	Foundation Skills	Standards	Total
Grade 8			
Algebra I or 1st-year Integrated	Yes	Yes	Yes
Geometry or 2nd-year Integrated	Yes	Yes	No
Algebra II or 3rd-year Integrated	Yes	Yes	No
No math augmentation	Yes	—	—
Grade 9			
Algebra I or 1st-year Integrated	Yes	Yes	No
Geometry or 2nd-year Integrated	Yes	Yes	Yes
Algebra II or 3rd-year Integrated	Yes	Yes	No
No math augmentation	Yes	—	—
Grade 10			
Algebra I or 1st-year Integrated	Yes	Yes	No
Geometry or 2nd-year Integrated	Yes	Yes	No
Algebra II or 3rd-year Integrated	Yes	Yes	Yes
No math augmentation	Yes	—	—

Internet Posting of 1999 STAR Test Results

The Internet report will:

- be accessed through the California Department of Education address (http://www.cde.ca.gov) under "What's New at CDE"

- allow search for results by county, district, school name, or zip code

- display Stanford 9 and STAR augmentation results by grade level and content area for the state, counties, districts, and schools for all students

- include results for Stanford 9 and STAR augmentation for limited English proficient students, for all students who are not limited English proficient; for males and for females; and for students who are economically disadvantaged and students who are not economically disadvantaged

- include Stanford 9 scores for
  - total reading, written expression (language), spelling, and total mathematics for grades 2–8
  - total reading, writing (language), total mathematics, science, and history-social science for grades 9–11

- display results for the STAR augmentation in English/language arts and mathematics for grades 2–11

- include SABE/2 scores for
  - total reading, mathematics, and language for grades 2–11
  - spelling for grades 2–8

Instructions for Downloading the Internet Reports

Downloading the Stanford 9 and Augmented STAR Research Data File

Research files for the Stanford 9 and the augmented STAR are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record format (fixed length ASCII, tab delimited, DBF, or MS Access).

1. Check your application software manuals to verify which record format best suits your needs.

2. From the STAR Home Page (http://star.cde.ca.gov), click on the icon labeled "Research files" in order to navigate to the Research Files web page.

3. Click the link for the file that corresponds to your system and preferred record format. Note that to decrease download times, the Stanford 9 and STAR augmentation research files have been split into two files: ENTITIES and TEST DATA. Unless otherwise indicated, both tables should be downloaded. These files will automatically download as compressed files. Also, the compressed files require 3–5 megabytes of storage on your system, and the expanded files require 10–15 megabytes. You may need to consult documentation for your web browser and system to select a download location on your hard drive.

4. Uncompress the file.

   Windows formatted files have been compressed using the ZIP format commonly used on DOS and Windows based computers, denoted by the "zip" extension to the file name. Once downloaded these self-extracting files may be run.

   Macintosh formatted files are encoded using the Binhex format for transmission over the Internet. These files have also been compressed using the Stuffit format, denoted by the "sit" extension to the file name. Once downloaded these self extracting files may be run.

5. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.

6. A description of the format of the ASCII, tab delimited, and DBF Stanford 9 and STAR augmentation research files follows. Again, please note that except for the MS Access file, there are two research files associated with each format. The ENTITIES file contains the CDS codes and county, district, and school name for all schools. The TEST DATA file contains the state, county, district, and school Stanford 9 and STAR augmentation scores for all content areas.

Type Legend	
A	Alphabetic text (letters only)
T	Alphanumeric text (letters and numbers allowed)
N	Number (numbers only)
ZN	Number with left-filled zeros
NZ	Number with right-filled zeros
4Y	4-digit year

Sort Legend	
A	Ascending order (A…Z, 0…9)
D	Descending order (Z…A, 9…0)

Stanford 9 and STAR Augmentation File Layout (continued)

Output record definition for File 1: ENTITIES

Starting Column	Length	Type	Sort	Data	Corresponding Database Field
1	2	ZN	A	County Code	CountyCode
3	5	ZN	A	District Code	DistrictCode
8	7	ZN	A	School Code	SchoolCode
15	20	T		County Name	CountyName
35	20	T		District Name	DistrictName
55	20	T		School Name	SchoolName
75					
				74 x Total Schools:	9,400
				= Total Record Bytes:	695,600

Output record definition for File 2: TEST DATA

Starting Column	Length	Type	Sort	Data	Corresponding Database Field
1	2	ZN	A	County Code	CountyCode
3	5	ZN	A	District Code	DistrictCode
8	7	ZN	A	School Code	SchoolCode
15	4	4Y		Administration/Cycle - 1999	Year
19	1	N		Record Type ('4'=State, '5'=County, '6'=District, '7'=School)	RecordType
20	1	N		Summary Type ('1'=All Students, '2'=LEP Students, '3'=English Proficient, '4'=Female, '5'=Male, '6'=Economically Disadvantaged, '7'=Economically Advantaged)	SummaryType
21	2	ZN	A	Grade Level	GradeLevel
23	7	ZN		Total Enrollment Reported	TotalEnrollment
30	6	ZN		Total Number Tested	TotalTested
36	22			Results Info (Reading) - *(see below)*	ReadingTest
58	22			Results Info (Math) - *(see below)*	MathTest
80	22			Results Info (Language) - *(see below)*	LanguageTest
102	22			Results Info (Spelling) - *(see below)*	SpellingTest
124	22			Results Info (Science) - *(see below)*	ScienceTest
146	22			Results Info (Social Science) - *(see below)*	SocialScienceTest
168	18			Standards Info (English/Language Arts) - *(see below)*	ELASTD
186	18			Standards Info (Math) - *(see below)*	MatSTD
204	15			Augmented Math Scores (Algebra I) - *(see below)*	AugMathAlgI
219	15			Augmented Math Scores (integrated 1) - *(see below)*	AugMathInt1
234	15			Augmented Math Scores (Geometry) - *(see below)*	AugMathGeom
249	15			Augmented Math Scores (Integrated 2) - *(see below)*	AugMathInt2
264	15			Augmented Math Scores (Algebra II) - *(see below)*	AugMathAlgII
279	15			Augmented Math Scores (Integrated 3) - *(see below)*	AugMathInt3
294					
				293 x Average Grades/School:	5
				x Total Schools:	9,400
				= Total Record Bytes:	13,771,000

Stanford 9 and STAR Augmentation File Layout (continued)

"Results Info" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Total Number Valid	NumberTested
7	5	T	Mean Scaled Score	MeanSS
12	2	T	PR of Mean NCE	MeanPR
14	3	T	Percent Scoring Above PR 75	PAC75
17	3	T	Percent Scoring At or Above PR 50	PACAT50
20	3	T	Percent Scoring Above PR 25	PAC25
23				

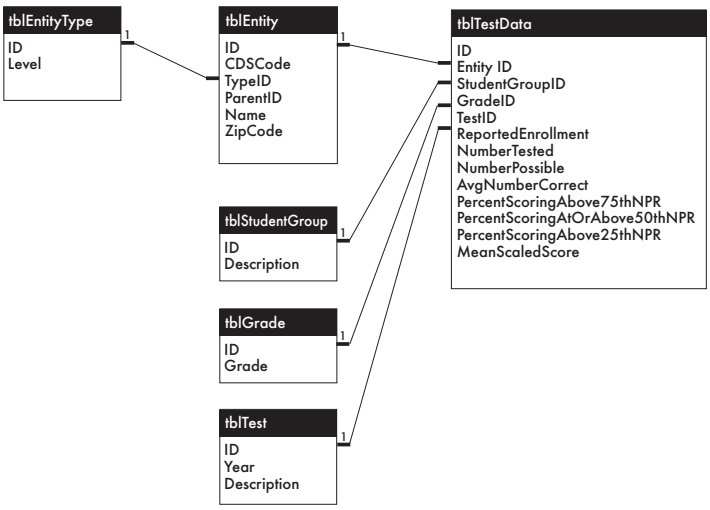
"Standards Info" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Reported Enrollment	Reportedenrollment
7	6	N	Number Tested	Number Tested
13	4	T	Average Number Correct	AVGCorrect
17	2	T	Number Possible	Number Possible
19				

"Augmented Math Scores" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Number Tested	NumberTested
7	3	N	Percent of Enrollment	PCTEnrollment
10	4	T	Average Number Correct	AVGCorrect
14	2	T	Number Possible	NumberPossible
16				

The MS Access database layout is described below. Either Access 2000 or Access 97 upgraded to service pack 2 (SR-2) are required in order to properly run this MS Access database.



Sample Internet Report for Stanford 9 and STAR Augmentation

STAR School Summary Report

County: XXXXXXXXX **County Code:** AA **Total Enrollment Reported:** 10,000
District: YYYYYYYYYY **District Code:** BBBBB **Total Number Tested:** 9,800
School: ZZZZZZZZZ **School Code:** CCCCCCC

STAR Score Summaries Report for All Students

	Total Tested Grades									
STANFORD 9 SCORES	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Total Reading	N=980	N=981	N=982	N=983	N=984	N=985	N=986	N=987	N=988	N=989
NPR for "Avg" Student Score	50	50	50	50	50	50	50	50	50	50
% Scoring Above 75th NPR	20	20	20	20	20	20	20	20	20	20
% Scoring At or Above 50th NPR	60	60	60	60	60	60	60	60	60	60
% Scoring Above 25th NPR	80	80	80	80	80	80	80	80	80	80
Mean Scaled Score	640.5	640.5	640.5	640.5	640.5	640.5	641	640.5	640.5	640.5
Total Math	N=980	N=981	N=982	N=983	N=984	N=985	N=986	N=987	N=988	N=989
NPR for "Avg" Student Score	50	50	50	50	50	50	50	50	50	50
% Scoring Above 75th NPR	20	20	20	20	20	20	20	20	20	20
% Scoring At or Above 50th NPR	60	60	60	60	60	60	60	60	60	60
% Scoring Above 25th NPR	80	80	80	80	80	80	80	80	80	80
Mean Scaled Score	640.5	640.5	640.5	640.5	640.5	640.5	641	640.5	640.5	640.5
Language	N=980	N=981	N=982	N=983	N=984	N=985	N=986	N=987	N=988	N=989
NPR for "Avg" Student Score	50	50	50	50	50	50	50	50	50	50
% Scoring Above 75th NPR	20	20	20	20	20	20	20	20	20	20
% Scoring At or Above 50th NPR	60	60	60	60	60	60	60	60	60	60
% Scoring Above 25th NPR	80	80	80	80	80	80	80	80	80	80
Mean Scaled Score	640.5	640.5	640.5	640.5	640.5	640.5	641	640.5	640.5	640.5
Spelling	N=980	N=981	N=982	N=983	N=984	N=985	N=986	N=987	N=988	N=989
NPR for "Avg" Student Score	50	50	50	50	50	50	50	50	50	50
% Scoring Above 75th NPR	20	20	20	20	20	20	20	20	20	20
% Scoring At or Above 50th NPR	60	60	60	60	60	60	60	60	60	60
% Scoring Above 25th NPR	80	80	80	80	80	80	80	80	80	80
Mean Scaled Score	640.5	640.5	640.5	640.5	640.5	640.5	641	640.5	640.5	640.5
Science								N=987	N=988	N=989
NPR for "Avg" Student Score								50	50	50
% Scoring Above 75th NPR								20	20	20
% Scoring At or Above 50th NPR								60	60	60
% Scoring Above 25th NPR								80	80	80
Mean Scaled Score								640.5	640.5	640.5
Social Science								N=987	N=988	N=989
NPR for "Avg" Student Score								50	50	50
% Scoring Above 75th NPR								20	20	20
% Scoring At or Above 50th NPR								60	60	60
% Scoring Above 25th NPR								80	80	80
Mean Scaled Score								640.5	640.5	640.5

CALIFORNIA CONTENT STANDARDS SCORES

English/Language Arts Total										
Reported Enrollment	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Number Tested	980	980	980	980	980	980	980	980	980	980
Avg. No.Correct/No.Possible	37.5/75	37.5/75	45.0/90	45.0/90	45.0/90	45.0/90	45.0/90	45.0/90	45.0/90	45.0/90
Mathematics Total										
Reported Enrollment	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
No.Tested	980	980	980	980	980	980	400	600	400	980
Avg. No.Correct/No.Possible	25.0/50	25.0/50	25.0/50	25.0/50	25.0/50	25.0/50				25.0/50
Number Tested-Algebra I							150	100	50	
% of Enrollment-Algebra I							15%	10%	5%	
Avg. No.Correct/No.Possible-Alg I							25.0/50			
Number Tested-Integrated 1							150	100	50	
% of Enrollment-Integrated 1							15%	10%	5%	
Avg. No. Correct/No.Possible-Int 1							25.0/50			
Number Tested-Geometry							50	150	100	
% of Enrollment-Geometry							5%	15%	10%	
Avg. No.Correct/No.Possible-Geom								25.0/50		
Number Tested-Integrated 2							50	150	100	
% of Enrollment-Integrated 2							5%	15%	10%	
Avg. No.Correct/No.Possible-Int 2								25.0/50		
Number Tested-Algebra II								50	50	
% of Enrollment-Algebra II								5%	5%	
Avg. No.Correct/No.Possible-Alg II									25.0/50	
Number Tested-Integrated 3								50	50	
% of Enrollment-Integrated 3								5%	5%	
Avg. No.Correct/No.Possible-Int 3									25.0/50	

STARinet519.xls
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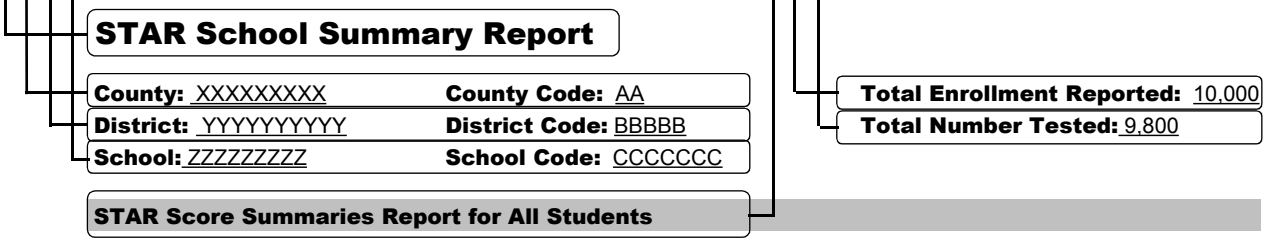
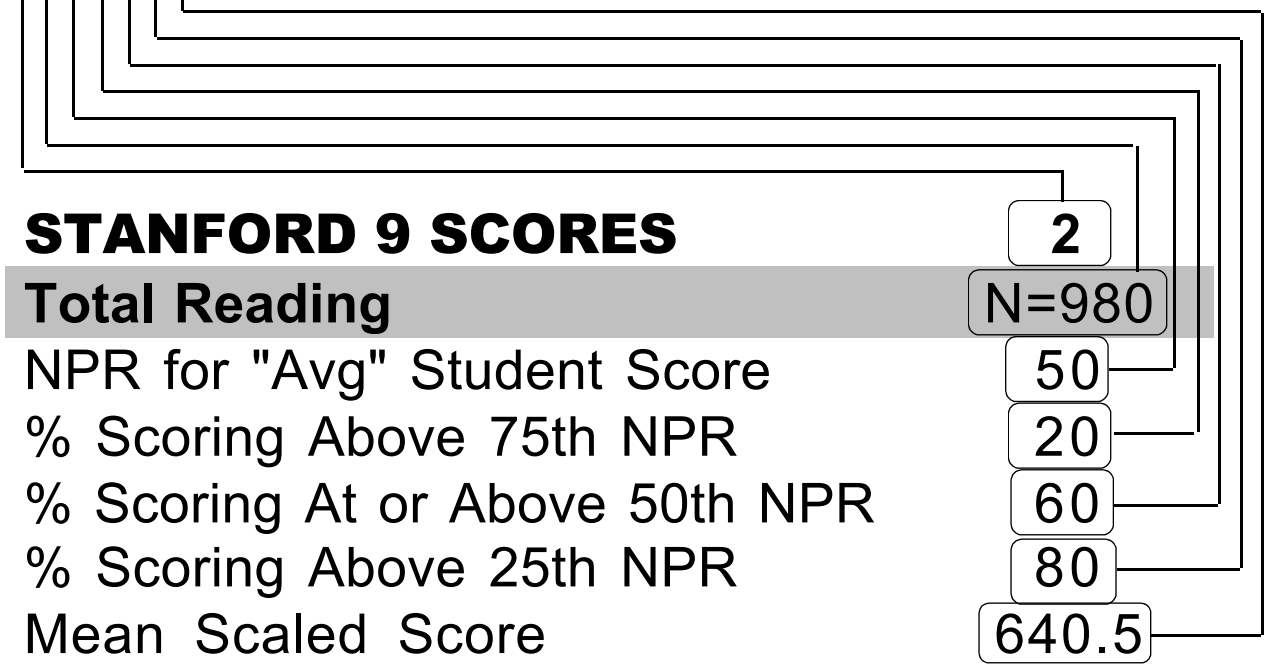
Stanford 9 and Augmentation Report
(Internet Format)

- Designates the group being reported: state, county, district, or school
- County name and 2 digit state code are printed for county, district, and school reports
- District name and 5 digit state code are printed for district and school reports
- School name and 7 digit state code are printed for school reports
- Total Enrollment Reported is the number of students for whom tests were ordered
- Total Number Tested is the number of tests scanned
- The group for which scores are reported:
  - all students
  - all Limited English Proficient (LEP) students
  - all non-LEP students
  - males
  - females
  - all economically disadvantaged students (students receiving free or reduced lunch)
  - all non-economically disadvantaged students



Stanford 9 Report
(Internet Format)

- Grade level
- Number of students tested
- NPR—the national percentile rank for the "average" student in the grade is the percentile rank a student would receive if the student scored at the group's average score. This compares the average student's score with a national sample of students tested in the same grade at approximately the same time of year.
- The percent of students who scored above 75% of the students in the national sample
- The percent of students who scored at or above 50% of the students in the national sample
- The percent of students who scored above 25% of the students in the national sample
- The average scaled score for the group.



STAR Augmentation Report
(Internet Format)

- Reported Enrollment is the number of students for whom the school/district ordered tests.
- The number of tests scored for English/language arts.
- The mean (average) number of questions answered correctly over the number of questions possible for English/language arts.

CALIFORNIA CONTENT STANDARDS SCORES

	2
English/Language Arts Total	
Reported Enrollment	1,000
Number Tested	980
Avg. No.Correct/No.Possible	37.5/75

STAR Augmentation Report
(Internet Format)

- Reported Enrollment is the number of students for whom the school/district ordered tests.
- The number of tests scored for mathematics.
- The mean (average) number of questions answered correctly over the number of questions possible for mathematics.

CALIFORNIA CONTENT STANDARDS SCORES

	2
Mathematics Total	
Reported Enrollment	1,000
No.Tested	980
Avg. No.Correct/No.Possible	25.0/50

STAR Augmentation Report
(Internet Format)

- Grade Level
- Number Tested—number of students tested for this course
- Percent of students enrolled in this grade tested for this course content
- Average (mean) number of questions answered correctly over the number of questions possible. The average number correct and number possible are reported only for each grade's intended courses:
  - Grade 8 Algebra I or 1st-year Integrated
  - Grade 9 Geometry or 2nd-year Integrated
  - Grade 10 Algebra II or 3rd-year Integrated
- Math course tested

CALIFORNIA CONTENT STANDARDS SCORES

	8	9	10
Number Tested-Algebra I	150	100	50
% of Enrollment-Algebra I	15%	10%	5%
Avg. No.Correct/No.Possible-Alg	25.0/50		

Downloading the SABE/2 Research Data File

Research files for the SABE/2 are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record formats (fixed length or tab-delimited ASCII).

1. Check your application software manuals to verify which record format best suits your needs.

2. From the STAR Home Page (http://star.cde.ca.gov), click on the icon labeled "Research files" in order to navigate to the Research Files web page.

3. Click the link for the file that corresponds to your system and preferred record format. There are two data files from which to choose: (1) 12 months or less and (2) all students tested. Note that these files are large and may require significant download times depending on the speed of your Internet connection. You may need to consult documentation for your web browser and system to select a download location on your hard drive.

4. Uncompress the file.

   Windows formatted files have been compressed using the ZIP format commonly used on DOS and Windows based computers, denoted by the "zip" extension to the file name. Once downloaded these self-extracting files may be run.

   Macintosh formatted files are encoded using the Binhex format for transmission over the Internet. These files have also been compressed using the Stuffit format, denoted by the "sit" extension to the file name. Once you have downloaded the file in this format it must be decoded. Stuffit Expander is included with many web browsers and will decode files once they are downloaded.

5. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.

6. A description of the format of the fixed length or tab-delimited ASCII SABE/2 research files follows.

SABE/2 File Layout (continued)

Starting Column	Length	Type	Data – NOTE: All data excludes Special Accommodations students.
1	2	ZN	County Code
3	5	ZN	District Code
8	7	ZN	School Code
15	20	T	County Name
35	20	T	District Name
55	20	T	School Name
75	4	4Y	Administration Cycle "1999"
79	1	N	Record Type
			4 = State
			5 = County
			6 = District
			7 = School
80	1	N	Summary Type
			1 = All Students
81	2	ZN	Grade Level
83	5	ZN	Filler
88	2	ZN	Filler
90	6	ZN	Total Number Tested
			Reading Test
96	6	N	Total Number Tested
102	5	T	Filler
107	2	T	RP of Mean RNCE (RP Rank for "average" student score)
109	3	T	Percent Scoring Above the 75th RP
112	3	T	Percent Scoring Above the 50th RP
115	3	T	Percent Above the 25th RP
			Math Test
118	6	N	Total Number Tested
124	5	T	Filler
129	2	T	RP of Mean RNCE (RP Rank for "average" student score)
131	3	T	Percent Scoring Above the 75th RP
134	3	T	Percent Scoring Above the 50th RP
137	3	T	Percent Scoring Above the 25th RP
			Language Test
140	6	N	Total Number Tested
146	5	T	Filler
151	2	T	RP of Mean RNCE (RP Rank for "average" student score)
153	3	T	Percent Scoring Above the 75th RP
156	3	T	Percent Scoring Above the 50th RP
159	3	T	Percent Scoring Above the 25th RP
			Spelling Test (Grades 2–8 only)
162	6	N	Total Number Tested
168	5	T	Filler
173	2	T	RP of Mean RNCE (RP Rank for "average" student score)
175	3	T	Percent Scoring Above the 75th RP
178	3	T	Percent Scoring Above the 50th RP
181	3	T	Percent Scoring Above the 25th RP

Sample Internet Report for SABE/2

The California State Summary Report

Spring 1999

SABE/2 STAR State Summary Report for All Student
(Note: All data excludes Special Accommodations students.)

Total Number Tested: nnn,nnn
Data uploaded on June 30, 1999

	2	3	4	5	6	7	8	9	10	11
Total Reading	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Mathematics	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Language	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
Total Spelling	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										

1. RPR stands for Reference Percentile Rank.
2. The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.

STARinet519Sabe2.xls
6/2/99

SABE/2 Report
(Internet Format)

- Designates the group being reported: state, county, district or school
- Notes that students tested with non-standard accommodations are not included in the summary. Non-standard accommodations include using:
  - extra time to complete the test
  - a test booklet or answer sheet that was modified in some way
  - aids or aides, such as using a calculator, having parts of the test read aloud (other than the reading subtests), having someone mark the student's responses, having questions repeated, using markers to keep a place, etc.
- Total number of students tested with the SABE/2 across all grade levels reported
- Date the file was placed on the Internet—this date will be June 30, 1999 unless revised reports are posted

The California State Summary Report
Spring 1999

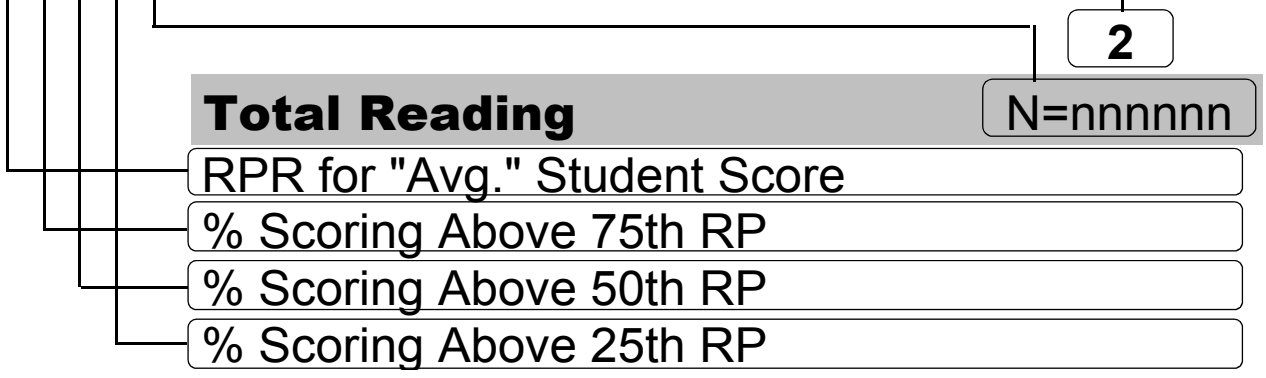
SABE/2 STAR State Summary Report for All Student (Note: All data excludes Special Accommodations students.)

Total Number Tested: nnn,nnn

Data uploaded on June 30, 1999

SABE/2 Report
(Internet Format)

- RPR—the national reference group percentile for the "average" student is the percentile rank a student would receive if the student scored at the group's average score. This compares the average student's score with a sample of Spanish-speaking students in bilingual programs tested in the same grade at approximately the same time of year.
- The percent of students with scores above 75% of the students in the reference group sample
- The percent of students with scores above 50% of the students in the reference group sample
- The percent of students with scores above 25% of the students in the reference group sample
- Number of students tested at this grade
- Grade level



Overview of California's Assessment System

Today's statewide student assessment system for California's public schools is the result of several pieces of legislation dating back as early as 1983. Key components of the system are to include state-adopted content and performance standards, the Standardized Testing and Reporting (STAR) program, the Assessment of Applied Academic Skills, the High School Exit Examination, the Golden State Examinations, the Golden State Seal Merit Diploma, an English language development test, physical fitness testing, and Assessments in Career Education.

At the heart of California's assessment system is the development of statewide content and performance standards for kindergarten through grade 12 in reading, writing, mathematics, history-social science, and science. Developed by the Commission on Content and Performance Standards, content standards were adopted by the State Board of Education for reading, writing, and mathematics in 1997. Content standards for history-social science and science were adopted in 1998. California's curriculum frameworks, STAR, and other statewide assessments for those subjects are to be aligned to the standards, and test results are to be reported according to the standards.

In 1998, the Standardized Testing and Reporting (STAR) program replaced the Pupil Testing Incentive Program (PTIP) that allowed voluntary participation for districts and the local selection of tests from a state-approved list. The STAR program requires that all students be tested each spring in English with a designated standardized test. Students in grades 2 through 8 are tested in reading, written expression, spelling, and mathematics. Students in grades 9 through 11 are tested in reading, writing, mathematics, history-social science, and science. The nationally-normed test designated by the State Board for the STAR program is the Stanford Achievement Test, Ninth Edition, Form T, published by Harcourt Brace Educational Measurement.

In 1999, students in grades 2 through 11 were administered the Stanford 9 for the second year. As part of the STAR program, students also took for the first time additional test questions that address state-adopted content standards for reading, writing, and mathematics. This portion of the STAR program is called the STAR augmentation. In addition to the designated STAR tests in English, districts were required to administer the Spanish Assessment of Basic Education, Second Edition (SABE/2) to Spanish-speaking limited English proficient students who first enrolled in California public schools less than 12 months prior to testing. The SABE/2 is published by CTB McGraw-Hill.

All questions on the STAR tests are multiple choice. Test results are to be reported for individual students, schools, districts, counties, and the state.

In addition, the law authorizes the development of the Assessment of Applied Academic Skills for all students at grades 4, 5, 8, and 10 in reading, writing, mathematics, history-

– more –

social science, and science. This assessment is to show how well students can apply their knowledge. It is to be developed by a State Board-approved contract. Test results are to be reported for schools, districts, counties, and the state.

Now in its twelfth year, the Golden State Examination (GSE) recognizes students in grades 7 through 12 for outstanding achievement in a subject area. Golden State Examinations are currently offered in first-year algebra, geometry, high school mathematics, U.S. history, economics, government/civics, biology, chemistry, second-year coordinated science, physics, written composition, reading/literature, and Spanish language. The law requires that the Golden State Examinations be available for all students. Students who achieve high honors, honors, or recognition on one or more exams become Golden State Scholars. Achievements on the GSE are included in the students' permanent records. Students receiving high honors or honors designations are awarded a gold seal on their regular high school diploma.

Senate Bill 2X, 1999 authorized the development by next year of an exit examination that every graduating student must pass to receive a high school diploma, beginning with the 2003–04 school year. The high school exit examination is to cover language arts and mathematics and is to be aligned to state-adopted content standards.

In its third year, the Golden State Seal Merit Diploma honors qualified graduates for mastery of the high school curriculum. To qualify for the Golden State Diploma, students must attain one of the three top levels of achievement on six Golden State Examinations. These achievement levels must be reached in written composition or reading/literature, U.S. history, a mathematics exam, a science exam, and two other Golden State Examinations of the student's choice. Nearly 1,379 graduates were awarded Golden State Diplomas in 1997 and 2,680 in 1998. It is anticipated that a greater number of Golden State Diplomas will be awarded in 1999.

Additional tests in the state assessment system include annual physical fitness testing in grades 5, 7, and 9; and Assessments in Career Education (ACE). The ACE exams recognize high school students for outstanding achievement in courses that are directly linked to major career areas. In spring 1999, examinations were offered in agricultural core; computer science and information systems; food service and hospitality; health core, level I, and technology core.

Also, an English language development test in listening, reading, speaking, and writing skills is to be selected or developed. This test will measure how well limited English proficient students are mastering English, according to state-adopted standards.

When fully implemented, California's assessment system will provide a comprehensive picture of student achievement from early elementary school through graduation. Schools, districts, counties, and the state will be able to use the results from this integrated system, with local assessment data, to determine individual learning needs, improve school programs, and recognize the outstanding academic achievements of students. Each component of the system plays an important role, and together they serve one goal—to improve student learning.

# #

Chronology of State Testing in California

1961
- Legislation established first statewide testing program in reading, written expression, and mathematics at grades 5, 8, and 10 with individual achievement tests chosen by districts

1965
- Miller-Unruh Reading Act added uniform reading tests statewide at grades 1, 2, and 3
- Physical performance testing program required for all school districts

1969
- State testing reauthorized and changed to grades 1, 2, 3, 6, and 12

1972
- Assembly Bill 665 created the California Assessment Program (CAP) to test students with a multiple-choice test in reading in grades 2 and 3; and reading, written expression, and mathematics in grades 6 and 12

1972–82
- Matrix-sample tests for grades 3, 6, and 12 developed for CAP to focus on California curriculum and program evaluation

1983–84
- Senate Bill 813 expanded CAP, adding grade 8
- SB 813 also established the Golden State Examination (GSE) to recognize students in grades 7–12 who demonstrate outstanding achievement on end-of-course examinations in core academic subjects
- Assembly Bill 3228 mandated that physical fitness scores for grades 5, 7, and 10 be reported to the state annually

1985–86
- History-social science and science tests added to CAP

1987
- CAP direct writing assessments added at grades 8 and 12, requiring students to produce writing samples
- GSE debuted first two tests in first-year algebra and geometry

1990
- GSE expanded to U.S. history and economics
- CAP tests last administered as full program

1991
- Senate Bill 662 authorized establishment of California Learning Assessment System (CLAS) to develop and administer tests and report student, school, district, county, and state results at grades 4, 5, 8, and 10; reauthorized the GSE
- GSE added biology and chemistry tests

1992
- Budget cuts allowed CAP test at grade 8 only

1993
- Newly developed CLAS assessments administered in reading, writing, and mathematics at grades 4, 8, and 10; produced group scores at the school, district, county, and state level

1994
- CLAS added history-social science and science at grade 5; CLAS tests included multiple-choice and written-response questions; produced group scores at the school, district, county, and state levels

1994
- Senate Bill 1273 to extend CLAS through 1999 vetoed by the Governor
- Test in second-year coordinated science added to the GSE

1995

- No state testing administered in California except for the GSE
- Assembly Bill 265 reauthorized the GSE
- Assembly Bill 265 established Pupil Testing Incentive Program (PTIP) to test students in grades 2–10 in reading, writing, and mathematics with tests from state-adopted list; required adoption of statewide content and performance standards; authorized development of Assessment of Applied Academic Skills after standards are adopted in reading, writing, mathematics, history-social science, and science at grades 4, 5, 8, and 10; re-established physical fitness testing with a state-approved test for grades 5, 7, and 9

1996

- Senate Bill 430 fine tuned the process for the development of state standards begun in AB 265
- Assembly Bill 3488 authorized the Golden State Seal Merit Diploma to recognize graduates who have mastered the high school curriculum, using achievement on Golden State Examinations for eligibility
- Test in written composition added to the GSE

1997

- Senate Bill 376 replaced PTIP with Standardized Testing and Reporting (STAR) program; required testing of all students in English with State Board-approved, nationally-normed test in reading, spelling, written expression, and mathematics at grades 2–8; in reading, writing, mathematics, history-social science, and science at grades 9–11: provided funding for testing to districts; required individual student, school, district, county, and state results
- Test in government/civics added to the GSE
- More than 1,300 graduates received the Golden State Diploma
- Assembly Bill 748 authorized development of a test of English language development in listening, reading, speaking, and writing skills

1998

- Tests in reading/literature and high school mathematics added to the GSE
- State Board-adopted STAR test administered
- More than 2,680 graduates received the Golden State Diploma

1999

- STAR augmentation for language arts and mathematics added to STAR program to address state content standards; designated test in Spanish for LEP students
- Spanish language and physics tests added to GSE
- Development of high school exit exam authorized by Senate Bill 2X

CALIFORNIA ASSESSMENT SYSTEM
1998–99

STAR Program								
Stanford 9	**1999 Augmentation**	**Primary Language SABE/2**	**Assessment of Applied Academic Skills***	**English Language Development***	**High School Exit***	**Golden State Examinations Assessments in Career Education**	**Physical Fitness**	**NAEP**
Norm-referenced	Standards-based	Norm-referenced	Standards-based	Standards-based	Standards-based	GSE – Standards-based ACE – Criterion-referenced	Criterion-referenced	Criterion-referenced
Grades 2–11	**Grades 2–11**	**Grades 2–11**	**Grades 4, 5, 8, 10**	**Grades K–12**	**Grades 10–12**	**Grades 7–12**	**Grades 5, 7, 9**	**Grades 4, 8, 12**
Grades 2–8 Reading Spelling Written Expression Mathematics **Grades 9–11** Reading Writing Mathematics History-Social Science Science	English-Language Arts Mathematics 2000* History-Social Science Science	Reading Spelling Language Mathematics Study Skills	**Grade 4** Reading Writing Mathematics **Grade 5** History-Social Science Science **Grades 8, 10** Reading Writing Mathematics History-Social Science Science	Listening Speaking Reading Writing	Language Arts Mathematics	**GSE** Reading/Literature Written Composition First-year Algebra Geometry High School Mathematics U.S. History Government/Civics Economics Biology Chemistry Second-year Coordinated Science Physics Spanish **ACE** Agricultural Core Computer Science and Information Systems Food Service and Hospitality Health Care, Level 1 Technology Core		Reading Writing Mathematics Science Government/Civics U.S. History Arts
Results Individual School District County State	**Results** Individual School District County State	**Results** Individual School District County State	**Results** School District County State	**Results** Individual	**Results** Individual	**Results** Individual	**Results** Individual School District County State	**Results** National State

*Forthcoming

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